

Pupil Premium Strategy Holywell School 2018-2019

| 1. Summary information | | | | | |
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| School | Holywell school, Cranfield, Bedfordshire | | | | |
| Academic Year | 2018-2019 | Total PP budget | £92,820 | Date of most recent PP Review | |
| Total number of pupils | 658 | Number of pupils eligible for PP | 89 | Date for next internal review of this strategy | September 2019 |
| 2. Breakdown of numbers (September 2018) | | | | | |
| | Year 5 | Year 6 | Year 7 | Year 8 | |
| Total number of PP | 25 | 25 | 19 | 20 | |
| FSM | 12 | 7 | 7 | 11 | |
| Service | 1 | 2 | 2 | 6 | |
| CLA | 0 | 2 | 1 | 2+1 adopted from care | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | | | | |
| A. | Disadvantaged learners do not make as much progress as their peers nationally and in school. | | | | |
| B. | Poor social skills and lack of self-esteem prevent disadvantaged students from fulfilling their potential | | | | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | | | |
| C. | Low value placed on education within the families of disadvantaged students leading to a lack of engagement of parents with the educational process | | | | |
| D. | Limited opportunities outside school leading to a narrower range of experiences than their peers. | | | | |
| E. | Disadvantaged students have lower attendance rates than their peers in school. | | | | |
| 4. Desired outcomes | | | | | |
| | Desired outcomes and how they will be measured | | | Success criteria | |
| A. | Improving attainment of disadvantaged learners | | | Improve attainment of disadvantaged learners as follows | |

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| | <p>Reducing the gap in attainment between disadvantaged learners in school and non-disadvantaged nationally. Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</p> | <p>Year 5 -All disadvantaged students continue to attain above the national average in English, Maths and Science in GL tests. Year 6 – All disadvantaged students achieve the expected standard in Reading, Writing, GPS and Maths in Key Stage 2 SATS and attain above the national average in English, Maths and Science in GL tests. Year 7 - All disadvantaged students continue to attain above the national average in English and Maths in GL tests. Year 8 - All disadvantaged students continue to attain above the national average in English, Maths and Science in GL tests. Reducing the gap between disadvantaged and non-disadvantaged learners at Holywell to zero. Reducing the gap between disadvantaged learners in Holywell and non-disadvantaged nationally to zero Disadvantaged learners make the same number of progress points every year in English and Maths using new assessment points. (14 points from KS1 to KS2 and 8 points from KS2 to end of year 8)</p> |
| B. | <p>Encouraging the development of social skills and providing opportunities for fulfilling academic potential of disadvantaged students</p> | <p>Disadvantaged students attend at least one intervention group depending on need: small group Maths intervention, Reading Fluency project, Therapeutic Football Programme, Neuro Linguistic Programme, counselling from in school staff and outside agencies</p> |
| C. | <p>Raising the value placed on education and Improving engagement of families</p> | <p>All families of disadvantaged students personally invited and encouraged to attend parent consultation evenings each term. Attendance at parents evenings by parents of disadvantaged children is as good as non-disadvantaged learners.</p> |
| D. | <p>Improving opportunities outside school to broaden the range of experiences of disadvantaged students</p> | <p>All disadvantaged students in year 5, 6 and 7 invited to attend at least one Doodle club session per week and those in financial need receive help to attend :enrichment activities such as residential and none residential trips, subsidised music tuition.</p> |

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| E. | Raising the attendance of disadvantaged students in line with non-disadvantaged students at Holywell and nationally | Improve attendance of disadvantaged students towards achieving same target as whole school 97% |
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5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Improving the quality of teaching and learning in all subjects | Continue to raise the quality of teaching for all pupils by reducing class sizes. Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school. Embed new tracking systems and use them to monitor progress of disadvantaged students more robustly. Highlighting disadvantaged students to all staff weekly to identify barriers to learning and produce a continuing dialogue about student needs. All staff mark disadvantaged students work first and work scrutiny focuses on their work. All staff highlight disadvantaged students on seating plans and identify any barriers to learning or dip in progress levels. | Sutton Trust report 2011 states that “the effect of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning compared with 0.5 years with poorly performing teachers. This is also supported by DfE document “Supporting the attainment of disadvantaged pupils; articulating success and good practice” | School data obtained from lesson observations, work scrutiny, internal and external attainment data. | SLT and PP lead. | September 2019 |
| | | Raising the profile of disadvantaged students keep them in the forefront of teachers’ and teaching assistants’ minds so that staff realise they have responsibility for the progress of disadvantaged students in their classes. | Information provided on Staff briefing sheets. | Pupil Premium lead | September 2019 |
| | | Disadvantaged students benefit from best feedback possible which will enhance their learning. | School assessment and marking policy. Work scrutiny focusses on disadvantaged students during the year. | All teaching staff | Termly |
| | | All staff are aware of needs of disadvantaged students in their class. | Lesson observations. | All teaching staff, SLT and Heads of departments | Termly |

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| Total budgeted cost | | | | | £57,000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| <p>Improving attainment of disadvantaged learners Reducing the gap in attainment between disadvantaged learners in school and non-disadvantaged nationally. Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</p> | <p>Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.</p> <p>Targeted academic support based on identified individual student need including targeted small group intervention in Maths.</p> <p>Join Reading Fluency project to deliver support to students in Year 6 to achieve the expected standard in reading.</p> <p>After school Doodle club for disadvantaged students to run on 3 nights per week.</p> | <p>Disadvantaged families are unable to afford the books.</p> <p>Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths.</p> <p>The Herts for Learning (HfL) KS2 Reading Fluency Project, designed and delivered by the HfL Teaching and Learning English team, incorporates the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills. Delivered over an eight-week period, the aim of the project is to improve the trajectory of Year 6 pupils (summer term Year 5) towards the expected standard in reading at the end of KS2. “Pupils on the Autumn 2017 round of the KS2 Reading Fluency Project made an average of 22 months’ progress in reading comprehension age, with pupils in the Spring 2018 round reaching an average of 23 months’ progress. In the same period, pupils in receipt of pupil premium grant (PPG) funding made an average of 29 months’ progress.” – Herts for Learning 2018 in partnership with CBC.</p> <p>Repeated practice using Doodle Maths and Doodle English apps has an impact on attainment in the core subjects. Disadvantaged students are less likely to be able to access these apps at home.</p> | <p>Office manager and pupil premium lead identify students and provide books</p> <p>Head of Maths identifies students who require extra help at Mind The Gap meetings with teaching staff. Small group intervention provided by qualified teacher one day per week starting in September. Progress of students monitored and groups changed according to data each half term.</p> <p>Head of English and one other English teacher attended training, identified students and delivered program to those students during afternoon registration times in Spring term.</p> <p>All disadvantaged students receive an invitation to Doodle Club. Each student receives a snack and opportunity to attend club without charge.</p> | <p>Office manager, Pupil premium lead</p> <p>Head of Maths</p> <p>Head of English</p> <p>Pupil Premium lead. Doodle Club leader</p> | <p>September 2019</p> |
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| | | | | | Total budgeted cost | £20,000 |
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| iii. Other approaches | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | |
| Raising the value placed on education and Improving engagement of families | Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if required. | To allow all families the opportunity to engage with staff to promote aspirations in families. | Pupil Premium lead and office staff ring parents to personally arrange appointments. | Pupil premium lead, office staff | September 2019 | |
| | Introduce Show My Homework app. | Parents will be aware of homework when it is set, resources required will be available to all students. Parents will be more engaged with the process. | Roll out to whole school following consultations and training with staff, parents and students in previous school year. Monitor reports of use. Further consultation with parents staff and students during the year | Deputy head (Homework) | Termly | |
| | Introduce C-Poms | To ensure that all incidents of safeguarding are recorded and monitored in a central point. Ensure families are supported to overcome barriers to learning and welfare of students | All staff trained in September. Safeguarding leads monitor. | Safeguarding leads, Pupil premium lead. | Daily | |
| Improving opportunities outside school to broaden the range of experiences of disadvantaged students | Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to pupil premium students who show a commitment to learn a musical instrument in Years 6, 7 and 8. | Students benefit from being able to learn valuable skills, discipline through regular practice, raised self-esteem, participation in musical events. | All year 5 students offered opportunity before entering Holywell. Music department monitors carefully progress of individual students and offers financial support as required to enable students to continue learning an instrument. | Pupil premium lead, Head of Music | September 2019 | |

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| | <p>Provide individual social skills interventions eg Therapeutic Football Programme, Neuro Linguistic Programme according to individual need.</p> <p>Provision of outside agencies eg Bridge Counselling, Sorted according to identified student need.</p> <p>Identifying individual student need and responding quickly to it for example school uniform, sports kit, stationery, school meals, transport costs, IT.</p> <p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and Open days.</p> <p>Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.</p> | <p>Small groups of students or individuals can be identified and helped with specific areas of concern, which will improve their behaviour for learning and impact on progress.</p> <p>Disadvantaged students often require support to manage mental health problems and provide them with coping strategies</p> <p>Providing students with resources so that they can take full advantage of school life</p> <p>Raising aspirations and offering opportunities for developing social skills</p> <p>Allowing students to broaden their experiences, raise aspirations, increase resilience and raise self-esteem.</p> | <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students.</p> <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students.</p> <p>Office staff, Form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students and respond promptly to identified needs</p> <p>All staff</p> <p>Trip leaders ensure letters sent to all parents outlining procedures for obtaining financial support. Office staff, Business manager, Pupil Premium lead identify need and respond</p> | <p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Trip leaders, Pupil premium lead</p> | |
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| <p>Raising attendance of disadvantaged students in line with their peers in school and nationally.</p> | <p>Class attendance is important for children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. School helps children to develop important skills, knowledge and values that set them up for further learning and participation in their community.</p> | <p>Daily attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally: ... School helps children to develop important skills, knowledge and values that set them up for further learning and participation in their community</p> | <p>Office manager, Deputy Head (Attendance) monitor attendance and liaise with Pupil premium lead</p> | <p>Deputy Head Attendance</p> | |
| Total budgeted cost | | | | | £15,000 |

